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is not taken up before page 143. Through greater definiteness of plan in the sequence of syntactical principles the author might have avoided such instances.

Misprints, as far as the reviewer's observation has gone, are few. The general appearance of the book, in arrangement and type, which are by no means small considerations, is very good. The author prints (v-vi) the names of 23 teachers of Latin who have, in various ways, contributed to the final form and publication of his book. Surely, in such a multitude of counsellors there must be much wisdom.

NORTHEAST HIGH SCHOOL,  
Philadelphia.

ELLIS A. SCHNABEL.

### MR. PERKINS'S REJOINDER

Teaching should be 'all round', not one-sided. A 'fad' may have good points, and should be considered on its merits; if it has good points, these should be utilized, as a means to an end.

The reviewer comments on the size of my book. But he does not take into account the fact that the page is smaller than the page in other Beginners' Latin books, and that the book is set throughout in ten point type. Compare the book with the usual Beginners' Latin book, set in eight point type, as the main type, with much matter in six point type. Also compare the 'readability' of a page in ten point type with another in eight and six point, and note the difference in eye strain.

While aiming to include all the subjects to which a first-year pupil should be introduced, I lay special emphasis upon the building of an English vocabulary and on the literary side of Latin study, in the Reading Matter, e.g. by the inclusion of two letters of Pliny, and of the selections from Goffaux's Robinson Crusoe.

To the reviewer the "chief fault of the book is a direct result of conscious attention to this matter of vocabulary and derivatives". In the Dorchester High School we *emphasize* English derivatives in vocational classes, and study them *incidentally* and *orally* in the College preparatory classes. See Directions to Teachers, pages xvii-xviii.

The reviewer thinks there is vastly more vocabulary in my book than the beginner can reasonably be expected to acquire. The results in the Dorchester High School are just the opposite. The correlation of English with Latin not only helps in building an English vocabulary, but in remembering the meaning of the Latin word, thus killing two birds with one stone.

That the task of finding derivatives may not become too burdensome, the recitations on derivatives in the author's vocational classes are made a kind of laboratory exercise, in which derivatives are put on the board, and the list for a given Latin root is decided upon.

The reviewer doubts whether the pupil will, through the study of derivatives, develop any greater ability to read Latin. For myself, I state unhesitatingly that

I have found no help to reading at sight comparable with the help obtained from the study of derivatives. Very rarely does a troublesome Latin word fail to yield English derivatives, and thus suggest a translation that will get the pupil clear of his difficulties.

The reviewer comments adversely on the character of the sentences. I sought, deliberately, to avoid the ordinary type of sentence, dull and sanguinary in character. The sentences in my book were tested in the Dorchester High School, by two teachers besides myself. It was agreed that the result was a series of sentences interesting to the pupil and contributing perceptibly to the acquisition of power to translate. Concerning the English and the Latinity of the sentences, I have only to say that no one of the many persons to whom the manuscript and proof were submitted (see the list in the Preface, v-vi) objected to the English or to the Latinity. However, I will answer in detail the reviewer's criticism of specific sentences.

46<sup>1</sup>. Young people and children of an older growth are always interested in lions. See *The Atlantic Monthly* for July, 1918, 44 ff., *The African Lion*, by William Charles Scully.

20. In Harpers' Latin Dictionary numerous examples are given of *cum* used in this way and the statement is made that *cum* is "sometimes also to be translated 'and'".

25. *magnus* is frequently used in the sense of 'spacious', 'vast', 'extensive': see Harpers'.

30. "and" should have been set within parenthesis marks, as a hint to the pupil that it is not to be translated.

56. With reference to *studium potentiae pecuniaeque* compare *pugnae studium*, Lucretius 3.647; *studium doctrinae*, Cicero, Rosc. Amer. 46. Of course *omnibus* is dative of possession: compare Cicero, Cat. 3.16.

69. According to Harpers', *nocte*, though rare, is classical.

79. I think *vereor* is a good word to use with *morlem*. See Harpers'.

108. For *facilis liber*, compare Juvenal 3.41 *librum, si malus est, nequeo laudare*.

165. I wished to give the pupil drill in handling complex sentences, so common in Caesar.

Only rarely do I introduce sentences involving points of syntax that the pupil has not had. In no case of this kind, I believe, is the meaning not clear.

The reviewer is in error in saying that *oratio obliqua* is not taken up before page 143. The subject is introduced in connection with the subject accusative on page 78, referred to more at length on page 143, and discussed in minute detail on page 209. I planned to introduce this construction early, as well as the ablative absolute (page 73) and the passive voice (page 15). Too often in Beginners' Latin books these troublesome, but extremely important, constructions, as well as the use of the passive voice, are put off to the later pages, with the result that the unfortunate pupil is simply overwhelmed when a little later he finds them on every side in Caesar.

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Boston.

ALBERT S. PERKINS.

<sup>1</sup>The references are to pages of my book containing sentences specifically criticized by the reviewer.